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ABSTRACT

This is volume 5 in the series of translations of books from the Soviet literature on research in the psychology of mathematics instruction and on teaching methods influenced by the research. The heart of this volume is the need to establish a continuity between sensory perceptions and conceptual development as children progress from work in preschool to later schoolwork. The richer their notions of the quantitative and spatial properties and relationships of real objects, the easier it will be for them to pass from these notions to mathematical concepts later, through generalization and abstraction. The content of the lessons determines the method for conducting them. Particular attention is focused on individual lessons for children who, because of developmental variations, cannot master new material on a level with the others in the lessons. Chapter 1 focuses on the 3-year-old preschoolers, chapter 2 on the 4-year-olds, chapter 3 on the 5-year-olds, and chapter 4 on school preparatory 6-year-old preschoolers. Each chapter contains an organizational outline, suitable teaching methods and techniques, methods for cultivating children's elementary mathematical notions, sample lesson synopses incorporating those notions, and supplementary lesson materials. (JJK)